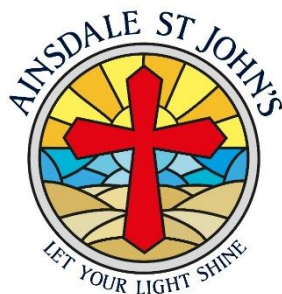


# **Class Teacher with TLR2 – Lead Teacher for Achievement**

## **Candidate Information Pack**



# **Ainsdale St. John's CE Primary School**

## Welcome to Liverpool Diocesan Schools Trust

Thank you for your interest in working in one of our amazing schools and committing to making a difference to learners right across our Trust.

***LDST is a multi-academy Trust of 19 primary schools that welcomes young people and colleagues of all faiths and none and is committed to providing a high-quality education and environment where Christian values and principles permeate all that we do.***

As a Trust, we have a very clear purpose, and an uncompromising vision:

The right of all to have a great education is at the heart of everything we do so that all learners, regardless of background, ethnicity or need, make excellent progress, and fulfil their academic potential.

Central to this are our **core values of collaboration, difference, local and inclusion**, and our commitment to ensuring that all learners thrive through an education that teaches wisdom, instils hope, nurtures community, and embeds dignity and respect.

All of our schools benefit from high levels of collaboration and a strong school improvement function and central team, which give the capacity to support schools, evaluate and intervene where needed. Strong networks and a culture of support ensures a high level of accountability matched with only the challenge required to enable local leadership to flourish.

We do this to ensure that our schools are self-sustaining and we are committed to being:

- **Respectful** of the individual identity of our schools –knowing their strengths and understand where improvements are needed
- **Resourceful** and recognising effective and successful practice in all schools and using this where possible as a resource to support others to bring about improvement
- **Responsive** to the context of each school, adapting strategies where necessary to promote and sustain improvements
- **Relentless** in our pursuit of excellence and led by a belief that every child can achieve

Our family of schools support and connect, share practice, and provide an excellent education built on distinctly Christian values so that *all* children, learners and staff across our Trust, flourish. Our established networks provide exciting opportunities for schools to work together to create a fluid school improvement system.

Supporting you to flourish and thrive in your role is extremely important to us and this is reflected in our strategic People Pillar and People Strategy:



### **Learn**

We learn from our colleagues' experiences and best practice to get the **fundamentals of HR** right.



### **Love**

We love and appreciate our colleagues by supporting their **wellbeing and mental health**.



### **Achieve**

We must **attract** the best talent and support **retention** of existing colleagues with comprehensive **development** for existing colleagues to successfully fulfil their roles and **progress** their careers within the Trust.



### **Together**

We are **one Trust**. We will foster a **culture of belonging** for everyone and strive for **excellence** for all.

**We are a fully inclusive organisation and encourage applications from individuals from all communities regardless of faith, race or ethnicity, age, disability, gender or sex, marital status, pregnancy or maternity, or sexual orientation.**

What we can offer you

- **Continuing Professional Development** – All support staff can apply for fully-funded apprenticeships up to degree level.
- **Leadership Pathways** – We have a wealth of development opportunities that are open to colleagues and we are exceptionally proud of our very high levels of internal promotion.
- **Annual Trust Wide Conference** – For all colleagues to celebrate and learn together.
- **Collaboration** – Regular networking opportunities across our networks for different staff groups.
- **Trust Wellbeing Group** – Exploring and implementing new and innovative initiatives to support our colleagues to be happy and healthy in work like our Trust Wide employee assistance programme and reward platform.



**Laurie Kwissa, Chief Executive Officer**

## **LETTER FROM HEADTEACHER – ABOUT AINSDALE ST. JOHN’S CE PRIMARY SCHOOL**

Ainsdale St John’s Church of England Primary School (ASJ) is a small, welcoming school at the heart of the village of Ainsdale. Pupils, staff and families describe the school as **friendly, inclusive and nurturing**, where children are genuinely known and valued as individuals.

The school was inspected by Ofsted in **February 2026**, where inspectors recognised the **strong culture of care, inclusion and safeguarding**, confirming that pupils **feel safe, happy and supported** at school.

Pupils demonstrate excellent attitudes to learning, behave respectfully and show kindness towards one another without prompting. Bullying is rare, and pupils consistently look out for the wellbeing of others, reflecting the school’s deeply embedded Christian values.

Staff know pupils extremely well. **Disadvantaged pupils and pupils with SEND are identified quickly and supported effectively**, enabling them to learn successfully alongside their peers. Leaders place equal emphasis on pupils’ academic success and their social and emotional development, which helps pupils to make strong progress from their starting points.

The school’s Christian vision ‘**Aspire to Shine for Jesus**’ is lived daily through the core values of **courage, community and compassion**. These values underpin strong relationships, high expectations and a deep sense of belonging for pupils and staff alike.

Recent years have seen significant and carefully managed improvement. While published outcomes currently do not reflect the school’s ambition, **current pupils are now achieving well**.

Ofsted recognised that leaders are **relentless in removing barriers to learning** and that staff benefit from a **high-quality programme of professional learning**, enabling them to grow as reflective and confident practitioners.

Leaders are now focused on **embedding recent improvements to teaching and learning**, especially ensuring pupils continue to develop the knowledge they need in **reading and mathematics** to be fully prepared for their next steps. Staff workload and wellbeing are carefully considered, and there is a strong culture of trust, collaboration and professional growth.

As part of the Liverpool Diocesan Schools Trust, Ainsdale St John’s benefits from strong governance, shared expertise and a commitment to continual improvement – always with pupils at the heart of decision-making.

## **Class Teacher with TLR2 – Lead Teacher for Achievement**

Title: Class Teacher with TLR2 – Lead Teacher for Achievement

Salary: Main Scale / UPS + TLR2

Hours: Full Time, Permanent

Accountable to: Headteacher and Senior Leadership Team

Location: Ainsdale St. John's CE Primary School

### **About the Role**

An exciting opportunity has arisen for an ambitious, enthusiastic and reflective teacher to join our dedicated team **as a Class Teacher with a TLR2 responsibility for Achievement.**

This role is ideal for a practitioner who is passionate about **raising attainment through high-quality teaching and learning**, who is interested in **research-informed pedagogy**, and who enjoys working collaboratively to support colleagues and senior leaders.

## **Job Description**

**Title: Class Teacher with TLR2 – Lead Teacher for Achievement**

**Salary: Main Scale / UPS + TLR2**

**Hours: Full Time, Permanent**

**Accountable to: Headteacher and Senior Leadership Team**

**Location: Ainsdale St. John's CE Primary School**

### **Job Purpose**

To be responsible for effective teaching and learning in accordance with the Teachers' Standards, alongside pastoral and administrative duties in respect of pupils in the class.

To act as a Subject Champion for agreed curriculum areas.

To hold an additional TLR2 responsibility for supporting whole-school achievement.

The postholder will support the School Leadership Team by contributing to improvements in pupil progress and attainment through high-quality teaching and learning practice, research-informed pedagogy, and professional collaboration.

This role is fulfilled through influence, modelling and professional dialogue and does not include line management, performance management or strategic accountability.

### **TLR2 – Lead Teacher for Achievement: Main Responsibilities**

- Support a continued improvement in pupil progress and attainment, particularly through effective teaching and learning practice.
- Use assessment information and evidence from pupils' work to support professional discussion about teaching impact.
- Share insights with senior leaders to support school improvement priorities linked to achievement.
- Support colleagues to reflect on and refine teaching approaches that improve outcomes for all pupils, including disadvantaged pupils and those with SEND.
- Promote research-informed strategies and support colleagues to trial, evaluate and adapt approaches in their classrooms.
- Model effective classroom practice through lesson observation, team teaching and professional dialogue.
- Contribute to staff professional development activities linked to teaching quality and achievement.
- Fulfil the role through influence and support.

## **Class Teacher Responsibilities**

- Carry out duties of a class teacher as defined in the current National Conditions of Service document.
- Be responsible to the Headteacher for the education, welfare and development of groups of children.

## **Knowledge and Understanding**

- Have excellent knowledge of and keep up to date with the Curriculum guidance and the National Curriculum.
- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and understand the stages of child development.
- Be familiar with school systems and structures, including the Health and Safety and Child Protection/Safeguarding policies.
- Understand and know how national, local comparative and school data, including National Curriculum test data can be used in professional and school development.

## **Planning, teaching and class management**

- Plan and deliver, with regard for the school's aims, own policies and schemes of work, the teaching programme for all children within the class, using clear differentiation.
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge demonstrating a commitment to high achievement for all.
- Identify needs of individuals and groups within the class making effective use of assessment information on pupils' attainment and progress and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met.
- Monitor and intervene when teaching to ensure sound learning and good behaviour and maintain a safe environment in which pupils feel confident.
- Use a variety of teaching and learning styles to keep all pupils engaged and to give every child the opportunity to reach their potential.
- Promote students' self-confidence and learner independence.
- Create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning, using a variety of teaching and learning styles keeping all pupils engaged.

- Be familiar with the Code of Practice and identification, assessment and support of pupils with SEND.
- Evaluate your own teaching critically to improve effectiveness.
- Has the ability to provide enjoyable, high quality and effective teaching and learning opportunities within a stimulating learning environment.

### **Monitoring, assessment, recording, reporting and accountability**

- Assess and record each pupil's progress systematically with reference to the school's current practice, including the social progress of each child and use the results to inform planning.
- Mark and monitor work and homework, providing constructive feedback and setting targets for future progress.
- Set regular, ambitious yet achievable targets for the children, building on prior attainment.
- Provide reports on individual progress to the Headteacher and parents as required.
- Liaise with parents in one-to-one meetings and Parent Evenings, providing reports on individual progress to the Headteacher, Phase Leader, SENDCO and parents, as requested.

### **Other professional requirements**

- Establish and maintain effective working relationships with professional colleagues and parents and set a good example through presentation and personal and professional conduct.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Participate in duty rosters, including taking assemblies.
- Actively engage with whole school developments thereby developing your own practice.
- Participate in staff meetings as required.
- Ensure that school policies are reflected in daily practice.
- Participate in the school's arrangements for appraisal and other professional development activities.
- Safeguard the health and safety of all children.
- Contribute to the wider life of the school.
- Commit to upholding the Christian ethos of the school.

## **Subject Champion Responsibilities**

- Act as **Subject Champion** for agreed curriculum areas, working collaboratively alongside other Subject Champions.
- Contribute to the development, refinement and sharing of subject-specific practice within the school.
- Support colleagues by sharing resources, ideas and effective approaches within the subject area.
- Engage in professional dialogue with colleagues to reflect on subject pedagogy and pupil learning.
- Contribute subject-specific insight to discussions with senior leaders as required.

*This job description is indicative in the first instance and precise roles and responsibilities will be agreed with the successful candidate at a later date.*

**Liverpool Diocesan Schools Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment to keeping children safe.**

**Any offer of employment will be subject to statutory preemployment checks including satisfactory references, online checks, Enhanced DBS, and Barred List checks. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (as amended in 2013 & 2020) and shortlisted candidates will be required to disclose any relevant criminal history prior to interview.**

**Candidates must also be able to demonstrate their Right to Work in the United Kingdom.**

## Person Specification

Area	Essential	Desirable
Skills	<ul style="list-style-type: none"> <li>• Be a successful and inspiring classroom practitioner</li> <li>• Promote the school's aims positively and use effective strategies to promote behaviour for learning</li> <li>• Show commitment to the personal welfare and safeguarding of children</li> <li>• Support school improvement through collaborative practice and professional reflection</li> <li>• Establish and develop effective relationships with parents, colleagues, governors and the community</li> <li>• Communicate effectively, both orally and in writing, with a range of audiences</li> <li>• Create a happy, challenging and effective learning environment with high expectations of behaviour</li> <li>• Demonstrate the ability to analyse and interpret pupil attainment and progress data</li> <li>• Demonstrate experience of acting as a Subject Champion or supporting subject development within a school</li> <li>• Ability to support and influence colleagues' practice through professional dialogue</li> <li>• Demonstrate willingness to contribute to the wider life of the school, including extra-curricular opportunities</li> </ul>	
Qualifications & Professional Learning	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• 2:2 honours degree or higher or equivalent degree apprenticeship</li> <li>• Level 2 Qualifications in English and Math's</li> <li>• Evidence of commitment to ongoing professional development</li> <li>• Experience of teaching within the primary age range</li> <li>• Willingness to complete a professional qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching across all key stages</li> <li>• Experience of supporting colleagues or contributing to improvement beyond own classroom</li> <li>• Successful completion of a professional qualification e.g. NPQ</li> </ul>

<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> <li>• Comprehensive knowledge of the National Curriculum</li> <li>• Secure understanding of how pupils learn, including the impact of physical, emotional and social development</li> <li>• Display strong classroom practice that challenges and inspires pupils</li> <li>• Ability to monitor, assess, record and report pupils' progress accurately</li> <li>• Understanding of statutory requirements relating to safeguarding, SEND, equality and health and safety</li> <li>• Knowledge of adaptive teaching strategies to support pupils with SEND and disadvantaged pupils</li> <li>• Interest in research-informed teaching and learning approaches and their impact on pupil achievement</li> <li>• Understanding of how teaching strategies influence progress and attainment over time</li> </ul>	
<p>Professional Values and Practice</p>	<ul style="list-style-type: none"> <li>• Commitment to the "ASJ Way" – Aspire to Shine for Jesus.</li> <li>• Willingness to actively live out and promote the school's Christian values of Courage, Community and Compassion.</li> <li>• High expectations of self and others.</li> <li>• Positive, calm and supportive approach.</li> <li>• Commitment to achieving the very best outcomes for all pupils.</li> <li>• Belief that strong relationships and high expectations are the foundation for pupil success and wellbeing.</li> <li>• Willingness to contribute to the wider life of the school community.</li> <li>• Reflective practitioner, open to feedback and professional learning.</li> <li>• Commitment to safeguarding and promoting the welfare of children.</li> <li>• Sympathy with and support for the Christian ethos of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of church involvement</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Willingness to see school as a community and to contribute beyond the classroom.</li></ul> |  |
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## How to Apply

### Application Process

The application process for this role is a 3 stage process:

- Application form completed on MyNewTerm
- Lesson Observation
- Interview and tasks

To be considered for this role you must apply for the role through MyNewTerm. We are unable to accept CV applications, or applications from agencies.

Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview.

To ask any questions, or to arrange a visit around our school please email [ASJ.Recruitment@ldst.org.uk](mailto:ASJ.Recruitment@ldst.org.uk) or call 01704 578427.

LDST reserves the right not to progress candidates to the next stage of the process, or not to appoint to the role if candidates fail to demonstrate the essential criteria in the person specification.

Applicants from overseas are advised to obtain an overseas criminal check before they apply for a visa as the post is in the education sector.

**Closing Date: Monday 8<sup>th</sup> June, 9.00am**

**Shortlisting: Monday 8<sup>th</sup> June**

**Interview Date: Thursday 11<sup>th</sup> June**

**Start Date of Post: 1<sup>st</sup> September 2026**

## **Our Trust Prayer**

Heavenly Father,  
Let peace, friendship and love grow in our schools.  
Send the Holy Spirit to give  
excellence to our learning  
love to our actions and  
joy to our worship.  
Guide us to help others,  
so that we may all  
Learn, Love and Achieve, Together with Jesus.  
Amen